HISTORY GUIDELINES (CURRICULUM)

Reviewer: Alicia Mortimer

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Introduction

This document is a statement of the aims, principles, strategies and procedures for the teaching and learning of History throughout the school.

Intent

History enables us to understand why people, places and cultures are the way they are. Children use their knowledge, understanding and critical thinking skills to learn from the past and make choices about their future. History promotes the asking and answering of questions that help us recognise how our world has evolved and the motivations of our ancestors.

The study of History develops methodical handling of evidence and reasoned argument. It provides a real context for using learning from other subject areas. Knowledge of our shared heritage contributes to pupils' understanding of the cultural identities of themselves and others within Britain and the wider world. Most importantly, effective History teaching challenges pupils to think for themselves and contributes to their sense of their place in the world.

Aims

- To help pupils develop a sense of time and a growing ability to understand and interpret the past.
- To arouse an interest in the past both locally and in a wider context.
- To help pupils understand some of the ways in which we find out about the past.
- To give knowledge about Britain and the wider world.
- To develop the skills of collecting and presenting evidence, then using this evidence to answer questions and form reasoned arguments.
- To provide a real context for applying learning from other subject areas.
- To enhance pupils' understanding of their own cultural identity and that of others.
- Through studying the past, to aid the development of values and understanding to be used in the future.

National Curriculum

At Key Stages 1 and 2, schemes of work are planned in accordance with the requirements stated in the National Curriculum document. Cross-curricular links are explored where appropriate, including the use of ICT to access, organise and present information.

Implementation

Planning and Teaching Methods

Lessons are planned according to units outlined on the school's curriculum plan. Within these units, planning takes account of the progression of skills within the National Curriculum.

Lessons teach skills that enable pupils to ask and answer important questions. They focus on learning through interaction with the teacher and investigation using artefacts, texts and online resources. Educational visits and visitors to the school are used wherever possible to aid learning. This, in addition to practical tasks and problem solving in class, makes learning feel relevant, purposeful and memorable. Key learning and evidence are recorded in a variety of different ways, including using ICT, leading to final answers to the questions studied.

Progression for all pupils

At Whitegrove we provide a broad and balanced curriculum for all our pupils. We recognise the fact that there are children of widely different abilities and varying needs in all classes, and we provide suitable learning opportunities for all children by differentiating activities within History to ensure that the specific needs of individual children are best met. Children are encouraged and supported to develop their skills in this subject.

We achieve this by:

- responding to pupils' diverse learning needs;
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children;
- increasing both the degree of skill (e.g. handling documentary evidence) and knowledge and understanding;
- asking and answering increasingly challenging questions and presenting arguments of growing maturity and complexity based on more advanced collection and interpretation of evidence.

Assessment

Children's progress in History is assessed against expectations outlined in the National Curriculum. Assessment considers the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

The role of the History Leader

- Supporting and working with colleagues and keeping them informed of changes and developments within their subject.
- Monitoring the relevance, continuity and progression of the history curriculum throughout the school and recommending any action needed.
- Providing advice about the History policy and schemes of work.
- Keeping, updating and extending resources, ensuring staff are aware of their availability and identifying future needs.
- Keeping own skills and knowledge up to date through reading and attending relevant courses and by developing links with sources of expertise and information beyond the school.